- 1 R277. Education, Administration.
- 2 R277-700. The Elementary and Secondary School Core Curriculum.
- 3 **R277-700-1**. **Definitions**.

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- A. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Accreditation Commission or the accreditation standards of the Board, available from the USOE Accreditation Specialist.
- B. "Applied courses" means public school courses or classes that apply the concepts of Core subjects. Courses may be offered through Career and Technical Education or other areas of the curriculum.
- 12 C. "Basic skills course" means a subject which requires 13 mastery of specific functions, including skills that prepare 14 students for the future, and was identified as a course to be 15 assessed under Section 53A-1-602.
- 16 D. "Board" means the Utah State Board of Education.
 - E. "Career and Technical Education (CTE)" means organized educational programs or courses which directly or indirectly prepare students for employment, or for additional preparation leading to employment, in occupations, where entry requirements generally do not require a baccalaureate or advanced degree.
 - F. "Core [Curriculum content s] Standard" means a [broad] statement of what students enrolled in public schools are expected to know and be able to do at specific grade levels or following completion of identified courses.
 - [H. "Core Curriculum objective" means a focused description of what students enrolled in public schools are expected to know and do at the completion of instruction.]
- 30 $[\pm]$ <u>G</u>. "Core subjects" means courses for which there is a declared set of Core [curriculum objectives] Standards as approved by the Board.
- 33 [G] \underline{H} . "[Core Curriculum c] \underline{C} riterion-referenced test 34 (CRT[\underline{s}])" means a test to measure performance against a 35 specific standard. The meaning of the scores is not tied to 36 the performance of other students.
- 37 [J]I. "Demonstrated competence" means subject mastery as

- 38 determined by [school district] LEA standards and review.
- $39 \quad [School \quad district \quad r]$ Review may include such methods and
- 40 documentation as: tests, interviews, peer evaluations, writing
- 41 samples, reports or portfolios.
- 42 $[K]\underline{J}$. "Elementary school" for purposes of this rule
- 43 means grades K-6 in whatever kind of school the grade levels
- 44 exist.
- 45 $[\pm]\underline{K}$. "High school" for purposes of this rule means
- 46 grades 9-12 in whatever kind of school the grade levels exist.
- 47 [M]L. "Individualized Education Program (IEP)" means a
- 48 written statement for a student with a disability that is
- 49 developed, reviewed, and revised in accordance with the Utah
- 50 Special Education Rules and Part B of the Individuals with
- 51 Disabilities Education Act (IDEA).
- M. "LEA" means a local education agency, including local
- 53 school boards/public school districts, charter schools, and,
- 54 for purposes of this rule, the Utah Schools for the Deaf and
- 55 the Blind.
- N. "Life Skills document" means a companion document to
- 57 the Core curriculum that describes the knowledge, skills, and
- 58 dispositions essential for all students; the life skills
- 59 training helps students transfer academic learning into a
- 60 comprehensive education.
- 0. "Middle school" for purposes of this rule means
- 62 grades 7-8 in whatever kind of school the grade levels exist.
- P. "SEOP" means student education occupation plan. An
- 64 SEOP shall include:
- 65 (1) a student's education occupation plans (grades 7-12)
- 66 including job placement when appropriate;
- 67 (2) all Board and [local]<u>LEA</u> board graduation
- 68 requirements;
- 69 (3) evidence of parent, student, and school
- 70 representative involvement annually;
- 71 (4) attainment of approved workplace skill competencies;
- 72 and
- 73 (5) identification of post secondary goals and approved
- 74 sequence of courses.

- Q. "State Core Curriculum (Core Curriculum)" means [those standards of learning that are essential for all Utah students] the courses, content, instructional elements, materials, resources and pedagogy that are used to teach the Core Standards, as well as the ideas, [concepts,]knowledge, practice and skills that [provide a foundation on which subsequent learning may be built] support the Core Standards[, as established by the Board].
- [R. "Supplemental courses" means public school courses that provide students with the skills to succeed in Core subject areas.]
- 86 [S]R. "USOE" means the Utah State Office of Education.
 - [T. "Utah Basic Skills Competency Test (UBSCT)" means a test to be administered to Utah students beginning in the tenth grade (suspended through at least the 2011-2012 school year) to include, at a minimum, components on English, language arts, reading and mathematics. Utah students shall satisfy the requirements of the UBSCT in addition to school or district graduation requirements prior to receiving a basic high school diploma unless exempted consistent with Section 53A-1-603(5) and R277-705-11.]

R277-700-2. Authority and Purpose.

- This rule is authorized by Article X, Section 3 of the Utah Constitution, which places general control and supervision of the public schools under the Board; Section 53A-1-402(1)(b) and (c) which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements; Section 53A-1-402.6 which directs the Board to establish a Core Curriculum in consultation with [local] LEA boards and superintendents and directs [local] LEA boards to design local programs to help students master the Core Curriculum; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.
- B. The purpose of this rule is to specify the minimum
 Core Curriculum and Core Standard requirements for the public

- 111 schools, to give directions to [local boards and school
- 112 districts] LEAs about providing the Core Curriculum and Core
- 113 Standards for the benefit of students, and to establish
- 114 responsibility for mastery of Core [Curriculum] Standard
- 115 requirements.
- 116 R277-700-3. Core Curriculum and Core Standards[and
- 117 Objectives].
- 118 A. The Board establishes minimum course description
- 119 standards and objectives for each course in the required
- 120 general core, which is commonly referred to as part of the
- 121 Core Curriculum.
- B. Course descriptions for required and elective courses
- 123 shall be developed cooperatively by [school districts] LEAs and
- 124 the USOE with opportunity for public and parental
- 125 participation in the development process.
- 126 C. The descriptions shall contain mastery criteria for
- 127 the courses, shall stress mastery of the course material and
- 128 Core [objectives, s] Standards and life skills consistent with
- 129 the Core Curriculum and Life Skills document. Mastery shall
- 130 be stressed rather than completion of predetermined time
- 131 allotments for courses.
- D. Implementation of the Core Curriculum and student
- assessment procedures are the responsibility of [local boards
- 134 of education] LEA boards consistent with state law.
- 135 [E. This rule shall apply to students in the 2007-2008
- 136 graduating class.
- 137 R277-700-4. Elementary Education Requirements.
- 138 A. The Board shall establish <u>Core Standards and</u> a Core
- 139 Curriculum for elementary schools, grades K-6.
- 140 B. Elementary School Education Core [Curriculum
- 141 Content | Subject Area Requirements:
- 142 (1) Grades K-2:
- 143 (a) Reading/Language Arts;
- 144 (b) Mathematics;
- 145 (c) Integrated Curriculum.

- 146 (2) Grades 3-6:
- 147 (a) Reading/Language Arts;
- 148 (b) Mathematics;
- 149 (c) Science;
- 150 (d) Social Studies;
- 151 (e) Arts:
- 152 (i) Visual Arts;
- 153 (ii) Music;
- 154 (iii) Dance;
- 155 (iv) Theatre.
- 156 (f) Health Education;
- 157 (g) Physical Education;
- (h) Educational Technology;
- 159 (i) Library Media.
- 160 C. It is the responsibility of [the local] LEA boards[of
- $\frac{161}{100} = \frac{1}{100} = \frac{$
- 162 students.
- D. Student mastery of the [general]Core
- [Curriculum] Standards is the responsibility of $[local\ boards]$
- 165 of education] LEA boards.
- 166 E. Informal assessment should occur on a regular basis
- 167 to ensure continual student progress.
- 168 F. Board-approved CRT[-L]s shall be used to assess
- 169 student mastery of the following:
- 170 (1) reading;
- 171 (2) language arts;
- 172 (3) mathematics;
- 173 (4) science[-in elementary grades 4-6]; and
- 174 (5) effectiveness of written expression in [grade
- 175 θ] grades five and eight.
- G. Provision for remediation for all elementary students
- 177 who do not achieve mastery is the responsibility of [local] LEA
- 178 boards[of education].
- 179 R277-700-5. Middle School Education Requirements.
- 180 A. The Board shall establish Core Standards and a Core
- 181 Curriculum for middle school education.

- B. Students in grades 7-8 shall earn a minimum of 12
- 183 units of credit to be properly prepared for instruction in
- 184 grades 9-12.
- 185 C. [$\frac{\text{Local}}{\text{LEA}}$ boards may require additional units of
- 186 credit.
- D. Grades 7-8 Core Curriculum Requirements and units of
- 188 credit:
- 189 (1) Language Arts (2.0 units of credit);
- 190 (2) Mathematics (2.0 units of credit);
- 191 (3) Science (1.5 units of credit);
- 192 (4) Social Studies (1.5 units of credit);
- 193 (5) The Arts (1.0 units of credit):
- 194 (a) Visual Arts;
- 195 (b) Music;
- 196 (c) Dance;
- 197 (d) Theatre.
- 198 (6) Physical Education (1.0 units of credit);
- 199 (7) Health Education (0.5 units of credit);
- 200 (8) Career and Technical Education, Life, and Careers
- 201 (1.0 units of credit).
- 202 E. Best practices, technology and other instructional
- 203 media shall be used in middle school curricula to increase the
- 204 relevance and quality of instruction.
- 205 F. Board-approved CRT[L]s shall be used to assess
- 206 student mastery of the following:
- 207 (1) reading;
- 208 (2) language arts;
- 209 (3) mathematics; and
- 210 (4) science in grades 7 and 8.
- 211 R277-700-6. High School Requirements.
- 212 A. The Board shall establish <u>Core Standards and</u> a Core
- 213 Curriculum for students in grades 9-12.
- B. Students in grades 9-12 shall earn a minimum of 24
- 215 units of credit through course completion or through
- 216 competency assessment consistent with R277-705 to graduate.
- 217 C. Grades 9-12 Core Curriculum credits from courses

- 218 approved by the Board, as specified:
- 219 (1) Language Arts (4.0 units of credit):
- 220 (a) Ninth grade level (1.0 unit of credit);
- 221 (b) Tenth grade level (1.0 unit of credit);
- (c) Eleventh grade level (1.0 unit of credit); and
- 223 (d) Twelfth grade level (1.0) Unit of credit) consisting 224 of applied or advanced language arts credit from the list of 225 Board-approved courses using the following criteria and
- 226 consistent with the student's SEOP:
- (i) courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills; and
- (ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts; and
- (iii) courses apply the fundamental concepts and skills of language arts; and
- (iv) courses provide developmentally appropriate content;
 and
- 237 (v) courses develop skills in reading, writing, 238 listening, speaking, and presentation;
- 239 (2) Mathematics (3.0 units of credit) met minimally 240 through successful completion of a combination of the
- 241 foundation or foundation honors courses, Algebra 1, Geometry,
- 242 Algebra 2, Secondary Mathematics I, Secondary Mathematics II,
- Secondary Mathematics III as determined in the student's SEOP.

 After the 2014-2015 school year Mathematics (3.0 units of
- 245 credit) shall be met minimally through successful completion
- 246 of a combination of the foundation or foundation honors
- 247 courses Secondary Mathematics I, Secondary Mathematics II, and
- 248 Secondary Mathematics III.
- 249 (a) Students may opt out of Algebra 2 or Secondary
- 250 Mathematics III with written parent/legal guardian request.
- 251 If an opt out is requested, the third math credit shall come
- 252 from the advanced and applied courses on the Board-approved
- 253 mathematics list.
- 254 [(b) If credit for a foundation course is earned before

- 255 <u>ninth grade, the student shall still earn 3.0 units of credit</u>
- 256 by taking other courses from the foundation, advanced and
- 257 applied Board-approved mathematics list consistent with the
- 258 student's SEOP and the following criteria:
- 259 (i) courses are within the field/discipline of
- 260 mathematics with a significant portion of instruction aligned 261 to mathematics content, principles, knowledge, and skills; and
- 262 (ii) courses provide instruction that leads to student
- 263 understanding of the nature and disposition of mathematics;
- 264 and
- 265 (iii) courses apply the fundamental concepts and skills
- 266 of mathematics; and
- 267 (iv) courses provide developmentally appropriate content;
- 268 and
- 269 (v) courses include the five process skills of
- 270 mathematics: problem solving, reasoning, communication,
- 271 connections, and representation.
- (b) 7th and 8th grade students may earn credit for a
- 273 mathematics foundation course before ninth grade, consistent
- 274 with the student's SEOP and if at least one of the following
- 275 criteria is met:
- 276 <u>(i) the student is identified as gifted in mathematics on</u>
- 277 at least two different USOE-approved assessments;
- (ii) the student is dual enrolled at the middle
- 279 school/junior high school and the high school;
- 280 (iii) the student qualifies for promotion one or two
- 281 grade levels above the student's age group and is placed in
- 282 9th grade;
- 283 (iv) the student takes the USOE competency test in the
- 284 summer prior to 9th grade and earns high school graduation
- 285 credit for the courses.
- (c) Other students who successfully complete a foundation
- 287 course before ninth grade shall still earn 3.0 units of credit
- 288 by taking the other foundation courses and an additional
- 289 course from the advanced and applied Board-approved
- 290 mathematics list consistent with the student's SEOP and the
- 291 following criteria:

- 292 <u>(i) courses are within the field/discipline of</u>
 293 <u>mathematics with a significant portion of instruction aligned</u>
 294 to mathematics content, principles, knowledge, and skills;
- 295 <u>(ii) courses provide instruction that lead to student</u> 296 understanding of the nature and disposition of mathematics;
- 297 <u>(iii) courses apply the fundamental concepts and skills</u> 298 of mathematics;
- 299 <u>(iv) courses provide developmentally appropriate content;</u> 300 <u>and</u>
- 301 <u>(v) courses include the five process skills of</u>
 302 <u>mathematics: problem solving, reasoning, communication,</u>
 303 <u>connections, and representation.</u>
- 304 <u>(c) Students who are gifted and students who are advanced</u> 305 <u>may also:</u>
- 306 <u>(i) Take the honors courses at the appropriate grade</u> 307 level; and
- (ii) Continue taking higher level mathematics courses in sequence through grade 11, resulting in a higher level of mathematics proficiency and increased college and career readiness.
- 312 <u>(d) A student who successfully completes a Calculus</u>
 313 <u>course has completed mathematics graduation requirements,</u>
 314 regardless of the number of mathematics credits earned.
 - $([e]\underline{e})$ Students should consider taking additional credits during their senior year that align with their postsecondary career or college expectations. Students who desire a four year college degree in a science, technology, engineering or mathematics (STEM) career area should take a calculus course.
 - (3) Science (3.0 units of credit):
- 321 (a) at a minimum, two courses from the four science 322 foundation areas:
- 323 (i) Earth Systems Science (1.0 units of credit);
- 324 (ii) Biological Science (1.0 units of credit);
- 325 (iii) Chemistry (1.0 units of credit);

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- 326 (iv) Physics (1.0 units of credit); and
- 327 (b) one additional unit of credit from the foundation 328 courses or the applied or advanced science list determined by

- the [local] LEA board and approved by the Board using the following criteria and consistent with the student's SEOP:
- 331 (i) courses are within the field/discipline of science 332 with a significant portion of instruction aligned to science 333 content, principles, knowledge, and skills; and
- (ii) courses provide instruction that leads to student understanding of the nature and disposition of science; and
- (iii) courses apply the fundamental concepts and skills
 (iii) science; and
- 338 (iv) courses provide developmentally appropriate content;
 339 and
- 340 (v) courses include the areas of physical, natural, or 341 applied sciences; and
- 342 (vi) courses develop students' skills in scientific 343 inquiry.
- 344 (4) Social Studies (3.0 units of credit):
- 345 (a) Geography for Life (0.5 units of credit);
- 346 (b) World Civilizations (0.5 units of credit);
- 347 (c) U.S. History (1.0 units of credit);
- 348 (d) U.S. Government and Citizenship (0.5 units of 349 credit);
- 350 (e) General Financial Literacy (0.5 units of credit).
- 351 (5) The Arts (1.5 units of credit from any of the 352 following performance areas):
- 353 (a) Visual Arts;
- 354 (b) Music;
- 355 (c) Dance;
- 356 (d) Theatre;
- 357 (6) Physical and Health Education (2.0 units of credit):
- 358 (a) Health (0.5 units of credit);
- 359 (b) Participation Skills (0.5 units of credit);
- 360 (c) Fitness for Life (0.5 units of credit);
- 361 (d) Individualized Lifetime Activities (0.5 units of 362 credit) or team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- 364 (7) Career and Technical Education (1.0 units of credit):
- 365 (a) Agriculture;

- 366 (b) Business;
- 367 (c) Family and Consumer Sciences;
- 368 (d) Health Science and Technology;
- 369 (e) Information Technology;
- 370 (f) Marketing;
- 371 (q) Technology and Engineering Education;
- 372 (h) Trade and Technical Education.
- 373 (8) Educational Technology (0.5 units of credit):
- 374 (a) Computer Technology (0.5 units of credit for the 375 class by this specific name only); or
- 376 (b) successful completion of Board-approved competency 377 examination (credit may be awarded at the discretion of the 378 [school or school district] LEA).
- 379 (9) Library Media Skills (integrated into the subject 380 areas).
- 381 (10) Electives (6.0 units of[-local board-approved]
 382 credit).
- 383 D. Board-approved CRT[$^{\perp}$]s shall be used to assess 384 student mastery of the following subjects:
- 385 (1) reading;
- 386 (2) language arts through grade 11;
- 387 (3) mathematics as defined under R277-700-[7]6C(2); and
- 388 (4) science as defined under R277-700-[7]6C(3)[7]; and
- 389 <u>[(5) effectiveness of written expression in grade 9</u>].
- 390 E. [Local] <u>LEA</u> boards may require students to earn credits 391 for graduation that exceed minimum Board requirements.
- F. [E] Additional elective course [s] offerings [shall] may be established and offered at the discretion of [the local] an LEA board.
- 395 G. Students with disabilities served by special 396 education programs may have changes made to graduation 397 requirements through individual IEPs to meet unique 398 educational needs. A student's IEP shall document the nature 399 and extent of modifications [7] and substitutions or exemptions 400 made to accommodate a student with disabilities.
- 401 H. The Board and USOE may review [local] LEA boards' 402 lists of approved courses for compliance with this rule.

- I. Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:
- 406 (1) are consistent with the student's IEP or SEOP or 407 both;
- 408 (2) are maintained in the student's file and include the 409 parent's/quardian's signature; and
- 410 (3) maintain the integrity and rigor expected for high 411 school graduation, as determined by the Board.

412 R277-700-[8]7. Student Mastery and Assessment of Core 413 [Curriculum] Standards[and Objectives].

- A. Student mastery of the Core Curriculum at all levels is the responsibility of [local]LEA boards of education.
- B. Provisions for remediation of secondary students who do not achieve mastery is the responsibility of [local] LEA boards of education under Section 53A-13-104.
- 419 C. Students who are found to be deficient in basic 420 skills through U-PASS shall receive remedial assistance 421 according to provisions of Section 53A-1-606(1).
- D. If parents object to portions of courses or courses in their entirety under provisions of law (Section 53A-13-424 101.2) and rule (R277-105), students and parents shall be responsible for the mastery of Core objectives to the satisfaction of the school prior to promotion to the next course or grade level.
- 428 E. Students with $[\frac{1}{2}]$ disabilities:
- 429 (1) All students with disabilities served by special 430 education programs shall demonstrate mastery of the Core 431 [Curriculum] Standards.
- 432 (2) If a student's disabling condition precludes the 433 successful demonstration of mastery, the student's IEP team, 434 on a case-by-case basis, may provide accommodations for or 435 modify the mastery demonstration to accommodate the student's 436 disability.
- F. Students may demonstrate competency to satisfy course requirements consistent with R277-705-3.

- G. All Utah public school students shall participate in state-mandated assessments, as [required by law unless specifically exempted consistent with R277-705-11] specified in
- 442 R277-404.
- [H. Utah public school students shall participate in the
- 444 Utah Basic Skills Competency Test, as defined under R277-700-
- 445 1U unless specifically exempted consistent with R277-705-11.]
- 446 $[\pm]\underline{H}$. [School and school districts] LEAs are ultimately
- 447 responsible for and shall [submit all required student
- 448 assessments irrespective of allegations of intentional or
- 449 <u>unintentional violations of testing security or</u>
- 450 protocol]comply with all assessment procedures, policies and
- 451 ethics as described in R277-473.
- 452 **KEY:** curricula
- Date of Enactment or Last Substantive Amendment: [November 8,
- 454 **2010**]**2012**
- 455 Notice of Continuation: January 14, 2003
- 456 Authorizing, and Implemented or Interpreted Law: Art X Sec 3;
- 457 **53A-1-402(1)(b)**; **53A-1-402.6**; **53A-1-401(3)**